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ABSTRACT

The District of Columbia Public Schools' Special Education Television Reading Program was a one-year program designed to improve reading skills and achievement through the use of intrinsically motivating materials and activities and to serve as a vehicle for students to move from special environments to the mainstream of regular education. Approximately 200 students in fifth through eighth grade and in eleventh grade in learning centers, special reading classes, and regular education settings were involved in the project. A total of 27 teachers prepared and implemented language arts activities relating to popular television shows. Drawing from a video tape library covering topics such as science, drama, history, and personal awareness, the teachers devised script activities using the vocabulary and dialogue of the actual tapes. The program was evaluated to determine the reading achievement of the students, their attitudes toward reading, the rate at which the students were mainstreamed, and their free reading behaviors. The findings revealed that students in the program showed greater mean gains in reading than they had in previous years, that their attitudes toward reading changed in a positive direction, and that they were mainstreamed at a faster rate during the project year than before. Free reading was inadequately recorded and no changes could be ascertained. (FL)

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SPECIAL EDUCATION TV READING PROGRAM

Final Report

1979

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SPECIAL EDUCATION TV READING PROGRAM

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SUMMARY

Title

Special Education TV Reading Program

Project Director

Richard Henning

Location

Region III, Carver Administration Center

Target Population

The program focused on students in grades 5-8 and 11 who were reading at least two years below their grade level. Approximately 200 students in Learning Centers, special reading class and regular education settings were involved in the project.

Background

The Special Education TV Reading Program addresses two priorities of the District of Columbia Public Schools: reading achievement; and mainstreaming of learning handicapped students. Adapted from a program operating in the Philadelphia Public School System, TV Reading is designed to improve reading skills and achievement through the use of intrinsically motivating materials and activities. Also, in response to PL94-142, TV Reading serves as a vehicle for students to move from special environments to the mainstream of regular education.

Description of the Project

Twenty-seven teachers prepare and implement language arts activities relating to popular television shows. Drawing from a video tape library covering topics such as science, drama, history and personal awareness teachers devise script activities using the vocabulary and dialogue of the actual tape. The coordinating staff of the project feel that the combination of the intrinsically motivating content and individualized reading skill exercises, maximizes the potential for reading improvement.

Evaluation

Evaluation was designed to examine (1) the reading achievement of students in the program (2) the attitudes toward reading of students in the program (3) the rate at which students are mainstreamed and (4) the free reading behavior of students in the program.

Findings

1. Students showed greater mean gains in reading than they did before the program. Cautions in interpretation are listed in the report.

2. Attitudes toward reading changed in a positive direction. Cautions in interpretation are listed in the report.

3. Students in the TV Reading Program were mainstreamed at a faster rate during the project year than before.

4. Free reading was inadequately recorded and no change could be ascertained.

Conclusions

1. Students in special education can benefit from a reading approach using high interest videotapes accompanied by planned activities.

2. Attitudes of both students and teachers can be affected in a positive way through the TV Reading approach.

3. More students were mainstreamed in 1978-79 than in 1977-78.

BACKGROUND AND PROJECT OBJECTIVE

Introduction

Purpose - The purpose of the SPECIAL EDUCATION TV READING PROGRAM is to raise the level of reading achievement, to promote motivation, and to increase the rate of mainstreaming of students with learning problems.

Need - The need is based on a District of Columbia Public Schools priority of improving the reading level of its students. With many Special Education students, reading performance is low and traditional methods of amelioration are not always successful. The motivation to read frequently is lacking.

Public Law 94-142 states that special education students be placed in the least restrictive environment. The rate of mainstreaming of students can be increased as the level of reading improves.

History - Modeled upon a program established in the Philadelphia Public School System, the Special Education TV Reading Program was piloted in the District of Columbia Public Schools during the 1976-77 school year. During the 1977-78 school year the program was to be implemented. Teacher training sessions were held beginning in January, 1978 with the first classes beginning the program in February, 1978. The 1978-79 year is the first full year of implementation.

Description of the Project

Target Population - Students selected to participate in the program were Special Education students who were reading at least two years below grade level. They represented students in grades 5-8 at the elementary and junior high school level and grade 11 in senior high school. Many of them were Special Education Learning Center students. Approximately 200 students were involved. There were twenty-seven teachers including one from regular education and two from a non-public school working in the project. One of the public schools has been in the project for only 2 months. All schools are located in Region III. (See Appendix A).

The coordinating staff consists of a part-time project director, and two part-time assistants who perform the functions of curriculum specialist and parent coordinator. They provide on-going support and technical assistance to the participating teachers. An audiovisual production specialist is responsible for the maintenance of equipment and production of other audiovisual materials.

Characteristics of the TV Reading Approach

Important in the implementation of this program are materials, curriculum, staffing and parental involvement.

Materials - Unique to this program is a central library containing a variety of high interest videotapes. The tapes include subjects such as science, drama, history and personal awareness. (See Appendix B). The project provides for distribution, maintenance and operating instructions for the audio-visual equipment. Accompanying each videotape is a printed script from which reading activities are derived.

Curriculum - Ready-made script activities are available for teachers' use. (See Appendix C). Teachers also develop script activities which are appropriate to the individual needs of their students. Examples are: reading for comprehension; identification of compound words; character identification; alphabetizing; and sequencing of words. Teachers of kindergarten through third grade are provided with a skills outline to help them develop activities. Coordinated with the script activities is the use of the lending library with the teachers encouraging free reading.

Staff Development - The teaching staff consists of special education teachers in the system who had received special training last year in areas such as "Developing Script Activities", "Evaluation of Student Progress," and "Use of materials and Equipment." Training this year was concentrated on record keeping and assessment.

Parent Involvement - Parent meetings were planned to promote participation in the TV Reading Program. Some teachers sent script activities home so that parents could work with their children to extend the school learning.

Stated Objectives

A. Given exposure to the Television Reading Program, each student used as his/her own measure will show gains in reading skills at twice the rate of his/her previous acquisition as measured by the Prescriptive Reading Test (pre- and post-test).

B. Given exposure to the Television Reading Program, each student will show significant growth in positive motivation to read as measured by the reading section of the Estes Attitude Scale (1971) and five additional items. The five additional items deal with attitudes toward television viewing.

C. Given exposure to the Television Reading Program, students in the Special Education Learning Centers whose primary handicap is academic deficiencies, will be mainstreamed at a faster rate as compared to present statistics of students previous records reflecting the rate of return of academically deficient children.

D. Given exposure to the Television Reading Program, students of junior high school age with identified reading deficiencies combined with behavioral problems, will show a reduction of inappropriate behaviors during the reading sessions as measured by a pre- and post-testing of a standard behavioral charting system, developed by the Region III Division of Special Education.

E. Given exposure to the Television Reading Program, students will show an increase in "free reading" (free reading is defined as reading unassigned literature) as measured by the students' frequency of use of the classroom library lending card as compared to their previous record of library lending usage.

EXTERNAL EVALUATION DESIGN

The external evaluation is designed to measure the five objectives to determine the degree to which they were met, to determine the success/effectiveness of the project, and to examine certain aspects pertaining to exportability. The following evaluation activities were carried out:

Process Evaluation

1. An analysis by percent of teachers reporting attendance at teacher training activities to show participation in the training aspect of the program.

2. An analysis by percent, of total tapes used and a breakdown by titles to show degree and variety of usage of materials.

3. An analysis by percent of frequency of use of tapes and scripts to show degree of usage of materials.

4. A review of categories of script activities to show variety of usage of materials.

5. An analysis by percent, of teachers' opinion of helpfulness of program to students and to instruction to indicate effectiveness of the program.

6. An analysis by percent, of teachers' opinion of parent involvement to show participation in the parent aspect of the program.

Objective A - Academic Achievement

1. A comparison of mean ages of students tested for use in determining mean growth per year.

2. A comparison of means and standard deviations for pre- and post-scores in reading recognition, reading comprehension and spelling for six groups - (Learning Center, Reading Class, Regular Education, Two-Month School-Based Sample, Experimental Sample and a Comparison Group) for use in determining mean growth per year.

3. An examination of the average gain from pre- to post-testing in reading recognition, reading comprehension and spelling for the Learning Center, Reading Class and Regular Education groups to determine if the mean gain from pre- to post- is at least twice that of previous years.

4. An analysis of the pre- to post-testing in reading recognition, reading comprehension and spelling for the Experimental Sample and the Comparison Group to determine the statistical significance of the difference between the groups. An analysis of covariance was to be performed to control for unequal pre-test scores and F would be considered significant if it reached the .05 level.

5. A breakdown of percentage change from pre- to post-testing for the six groups in reading recognition, reading comprehension, and spelling to determine what percentage of students: (1) gained twice as much as their previous annual mean gain; (2) gained more than their own mean annual gain but not twice as much; (3) gained, but not more than their own mean annual gain; and (4) stayed the same or lost.

6. An analysis of the breakdown of percentage change from pre- to post-testing for the comparison group and the experimental sample to determine the statistical significance of the difference between the groups. A test of proportions was to be performed with Z considered significant if it reached the .05 level.

Objective B - Motivation to Read

1. A comparison of pre- and post-testing on the Estes Attitude Scale to determine means and standard deviations with a test to measure the statistical significance of the difference between pre- and post-testing. A t-test was to be performed with t considered significant if it reached the .05 level.

2. An analysis by percent of the students in designated attitude categories on the Estes Attitude Scale to determine how many are in the "Bad Attitude" Category, how many with "Acceptable Attitude" and how many with "Good Attitude."

3. An analysis of the difference between pre- and post-testing of designated attitude categories to determine the statistical significance of the difference between the two groups. A chi-square was to be performed using the post-test results as the observed data and pre-test as the expected with X^2 to be considered significant if it reached the .05 level.

4. An analysis by percent, of movement between designated attitude categories between pre- and post-testing on the Estes Attitude Scale to determine the number of students whose attitudes increased, decreased, and stayed the same during the course of the project.

5. An examination of questionnaire comments to show examples of the motivational importance of the program as reported by teachers.

Objective C - Mainstreaming

1. An analysis by percent, of the students mainstreamed or changed to their least restrictive placement after exposure to the TV Reading Project to determine the increase from the previous year.

Objective D - Reduction in Inappropriate Behavior - Objective not measured because of faulty instrumentation.

Objective E - Increase in Free Reading

Since adequate records were not kept on frequency of classroom library lending card use, it was not possible to measure Objective E as originally stated. However, some examination of available data was done to determine the presence of free reading activities

1. An analysis by percent, of teachers' reporting on students' free reading activities to determine number of teachers who kept track of free reading activities and number who sent TV reading activities home.

2. An examination of questionnaire responses asking how often home reading activities are assigned to students, to determine the frequency of such assignments.

Exportability - Items discussed are those of particular relevance to this project: target population; activities critical to success; materials - software; materials - hardware; and personnel training.

RESULTS AND DISCUSSION

Process Evaluation

Teacher Training - A questionnaire to assess the teacher component of the TV Reading Program was given to participants. (See Appendix D). Of the 20 teachers in the program, 14 filled out the questionnaires, a 70% response. One question asked teachers whether or not they had participated in training activities directly related to the TV Reading program. As may be seen in Table I, all but one of the teachers responded in the affirmative.

TABLE I

Teacher Training Activities

Reporting Participation		Reporting No Participation	
Number	Percent	Number	Percent
13	93%	1	7%

Examples of activities in which they participated were: Planning learning activities; script activities; creating instructional materials.

Materials - Teachers were asked which TV program titles they used this year. Of the 29 tapes available, 10, or 34% were reported as having been used by the 14 respondents; some more than others (See Table II.)

TABLE II

Use of TV Tapes 1978-79 School Year

Rank Order	Tape Title	Number of Teachers Using Tape	Percent Using Tape
1	GOOD TIMES	9	21%
2	BIONIC WOMAN	7	17%
(3	WHITE SHADOW	5	12%
(3	FAT ALBERT	5	12%
(3	CHIPS	5	12%
(3	ROOM 222	5	12%
(4	SIX MILLION DOLLAR MAN	2	5%
(4	A WOMAN CALLED MOSES	2	5%
(5	BRIAN'S SONG	1	2%
(5	ROOTS I and II	1	2%

Teachers were also asked to report their frequency of use of the tapes. Median use was once a week with the range from less than once a week to three times a week. (See Table III)

TABLE III

Frequency of Use of Tapes

	Times Per Week				
	Less Than 1	1	2	3	When Needed
Number	5	5	2	1	1
Percent	36%	36%	14%	7%	7%

Scripts were used more often than tapes with the median frequency being two times per week with the range from one to five times per week. (See Table IV.)

TABLE IV

Frequency of use of Scripts

	Times Per Week					
	1	2	3	4	5	When Needed
Number	1	7	2	2	1	1
Percent	7%	50%	14%	14%	7%	7%

Kinds of script activities reported, fell into five general categories with examples as follows:

1. Comprehension - "Main ideas," "Character recognition."
2. Vocabulary - "Vocabulary development," "Word opposites."
3. Word analysis - "Syllabication," "Prefixes."
4. Pronunciation - "Oral reading," "Phonetic skills."
5. Games - "Concentration game," "Word Bingo."

Teachers' Opinion of Program Effectiveness - Teachers were asked if they considered the program helpful to students and to classroom instruction. Responses were all positive. (See Tables V and VI)

TABLE V

Teachers' Opinion of Helpfulness of Program to Students

	Very	Somewhat	Not at All	Undecided
Number	13	1	-	-
Percent	93%	7%	-	-

TABLE VI

Teachers' Opinion of Helpfulness of Program to Instruction

	Very	Somewhat	Not at All	Undecided
Number	12	2	-	-
Percent	86%	14%	-	-

Parent Involvement - One of the original objectives, which was dropped at the recommendation of the Advisory Committee because of too many objectives, concerned parents and the growth in their motivation to read. One item in the teacher questionnaire asked for teacher opinion of parent involvement with the program. The majority of responses fell in the "somewhat" range. (See Table VII.)

TABLE VII

Teachers' Opinion of Parent Involvement in The Program

	Very	Somewhat	Not at All	Undecided
Number	2	9	3	-
Percent	15%	64%	21%	-

Product Evaluation

Objective A, Academic Achievement - Data contributing to the measurement of Objective A came from the results of pre- and post-testing with the Reading Recognition, Reading Comprehension and Spelling scores on the Peabody Individual Achievement Test (PIAT). The PIAT is a standardized test designed to provide a wide-range screening measure of achievement. Test-retest reliabilities for the total test are .82-.94 (median .88); Reading Recognition sub-test .81-.94 (median .88); Reading Comprehension .16-.78 (median .64) and Spelling .42-.78 (median .65). Buros 7th Mental Measurements Yearbook gives it good reviews.

In this study, data were analysed on six groups: (1) Special Education students from Learning Centers using the TV Reading Program (97 students from 11 classes in 9 schools); (2) students from a reading class using the TV Reading Program (10 students); (3) students from regular education using the TV Reading Program (35 students); (4) Special Education school-based students who used the TV Reading Program for two months in the spring (7 students); (5) Special Education students from a Learning Center not using the TV Reading Program (10 students referred to as the Comparison Group); and (6) an experimental sample of 10 students drawn randomly after being stratified by the age of the students in the comparison group, from the Special Education Learning Center group who had used the TV Reading Program.

The age range of all students tested was from 6 to 17 with the mean ages for the groups ranging from 11 to 13. (See Table VIII)

TABLE VIII

Mean Age of Students Tested

Group	Age
Learning Center	13
Reading Class	13
Regular Education	11
School Based (2 months)	11
Comparison	12
Experimental Sample	12

Mean scores and standard deviations for the first three groups varied as would be expected even though the three groups had all been exposed to the TV Reading Program for the full year. (See Tables IX, X and XI)

TABLE IX

Means and Standard Deviations of Pre- and Post-Testing on Reading Recognition for Full Year Experimental Groups

	Pre-test			Post-test		
	Raw Score	Standard Deviation	Grade Equivalent	Raw Score	Standard Deviation	Grade Equivalent
Learning Center	25.35	11.55	2.2	28.93	11.36	2.7
Reading Class	37.40	7.00	4.0	40.10	4.58	4.4
Regular Education	41.97	10.64	4.7	53.40	13.73	7.0*

*Average gain at least twice as much as previous gain per year.

As may be seen in Table IX, all students showed growth in Reading Recognition, while those in the Regular Education group who were exposed to the TV Reading Program, showed growth on the average, of at least twice the average growth for previous years. Average growth for previous years was determined by dividing the mean pre-test grade equivalent by the mean age for that group.

TABLE X

Means and Standard Deviations of Pre- and Post-Testing on Reading Comprehension for Full Year Experimental Groups

	Pre-test			Post-test		
	Raw Score	Standard Deviation	Grade Equivalent	Raw Score	Standard Deviation	Grade Equivalent
Learning Center	19.07	13.36	1.9	26.20	14.37	2.7*
Reading Class	32.80	4.94	3.5	40.90	3.45	4.5*
Regular Education	38.94	8.71	4.2	45.57	8.69	5.8*

*Average gain at least twice as much as previous gain per year

As may be seen in Table X, the three groups, (Learning Center, Reading Class, and Regular Education), all showed growth in reading comprehension, with the average gain being at least twice the average growth for previous years.

TABLE XI

Means and Standard Deviations of Pre- and Post-Testing on Spelling for Full Year Experimental Groups

	Pre-test			Post-test		
	Raw Score	Standard Deviation	Grade Equivalent	Raw Score	Standard Deviation	Grade Equivalent
Learning Center	24.85	10.18	2.3	29.28	12.14	2.8
Reading Class	42.00	3.68	4.2	45.80	2.49	5.3*
Regular Education	44.29	6.10	4.6	48.85	5.88	6.0

*Average gain at least twice as much as previous gain per year

Table XI shows that the Reading Class group on the average doubled their previous average gain per year in Spelling. The Learning Center Group and the Regular Education Groups gained more than their previous average per year, but not twice as much.

Given the limitations of the One Group Pre-test Post-test Design, the data, as described in Tables IX, X, and XI, suggest that the TV Reading Program does make a difference with the groups that used it for the complete school year. All groups showed gains and in at least one of the three subtests measured; all groups made an average gain of at least twice the previous mean gain per year.

The School Based sample participated in the program for only two months. Their scores are summarized in Table XII.

TABLE XII

Means and Standard Deviations of Pre- and Post-Testing on Reading Comprehension and Spelling for The Two-Month School Based Sample

	Pre-test			Post-test		
	Raw Score	Standard Deviation	Grade Equivalent	Raw Score	Standard Deviation	Grade Equivalent
Reading Recognition	27.71	7.39	2.8	29.29	6.45	3.0
Reading Comprehension	25.29	5.96	2.6	27.43	6.08	2.8
Spelling	28.29	4.89	2.7	30.57	6.60	3.0

Although the students have made gains in all three areas, the data are insufficient to draw any conclusions concerning the TV Reading Program intervention.

The Comparison Group cannot be considered as a control group since it was not randomly assigned, originally. However, it is a group comprising special students at a new learning center not located in any of the schools with the TV program. In order to use this group for comparison, an experimental sample of the same size was drawn from the Learning Center group having received the treatment (exposure to the TV Reading Program.) The sample was drawn randomly after being stratified by age. Tables XIII, XIV, and XV compare the means and standard deviations of both groups, on pre- and post-tests in the three areas, Reading Recognition, Reading comprehension, and Spelling. An analysis of covariance was performed to test whether or not differences between the gains of the two groups was statistically significant. The analysis of covariance was used to control for pre-test differences. The formula for a simple analysis of covariance with one treatment variable was used with 1/17 degrees of freedom and with F considered significant at the .05 level.

TABLE XIII

Means and Standard Deviations of Pre- and Post-Testing on Reading Recognition for Experimental Sample and Comparison Group*

	Pre-test			Post-test		
	Raw Score	Standard Deviation	Grade Equivalent	Raw Score	Standard Deviation	Grade Equivalent
Experimental Sample	27.20	11.41	2.6	29.80	10.33	3.1
Comparison Group	25.70	8.29	2.4	26.20	7.57	2.4

*F = 4.58, significant at .05

The results of the analysis show that the experimental group made a significant gain in Reading Recognition.

TABLE XIV

Means and Standard Deviations of Pre- and Post-Testing on Reading Comprehension for Experimental Sample and Comparison Group*

	Pre-test			Post-test		
	Raw Score	Standard Deviation	Grade Equivalent	Raw Score	Standard Deviation	Grade Equivalent
Experimental Sample	24.60	11.21	2.6	30.10	10.48	3.2
Comparison Group	21.80	5.09	2.2	22.10	6.81	2.2

*F = 5.90, Significant at .05

The results of the analysis show that the experimental group made a significant gain in Reading Comprehension.

TABLE XV

Means and Standard Deviations of Pre- and Post-Testing on Spelling for Experimental Sample and Comparison Group*

	Pre-Test			Post-test		
	Raw Score	Standard Deviation	Grade Equivalent	Raw Score	Standard Deviation	Grade Equivalent
Experimental Sample	25.80	10.87	2.4	29.60	11.78	2.9
Comparison Group	24.80	7.27	2.3	25.60	10.37	2.4

*F = 2.11, not significant

The results of the analysis show that the experimental group did not make a significant gain (at the .05 level) over that of the comparison group in Spelling.

By using a comparison group, it is possible to suggest that the TV Reading Program treatment does make a difference, at least in Reading Recognition and Reading Comprehension. These results, however, must be considered with caution, since the comparison group was not a randomly selected control group, the experimental sample represented only 10% of the total Learning Center group, the experimental sample was stratified only by age, and statistical analyses were performed using data from testing administered, scored, and reported by project personnel.

Objective A states that each student will show gains in reading skills at twice the rate of his or her previous acquisition. Although mean gains of twice the rate were found, there were individual differences among the students. Some of the students gained twice as much as their previous annual mean acquisition; some gained more than their own average, but not twice as much; some showed gains, but not equivalent to their own annual mean gain; and some stayed the same, or lost. Tables XVI, XVII, and XVIII show the breakdown of percentage change in one school year for the three groups - Learning Center, Reading Class and Regular Education.

TABLE XVI

Breakdown of Percentage Change From Pre- to Post-testing for Full Year Experimental Groups in Reading Recognition

	Gained Twice As Much As Previous Annual Mean Gain	Gained More Than Own Mean Annual Gain But Not Twice As Much	Gained, But Not More Than Own Mean Annual Gain	Stayed the Same or Lost
Learning Center	47.6%	16.2%	12.4%	23.8%
Reading Class	40.0%	10.0%	20.0%	30.0%
Regular Education	50.0%	20.6%	23.5%	5.9%

As may be seen from Table XVI, 47.6% of the Learning Center group, 40% of the Reading Class, and 50% of the Regular Education group, fulfilled Objective A by gaining at least twice as much as their previous annual mean acquisition in Reading Recognition. After being exposed to the TV Reading Program, 63.8% of the Learning Center group, 50% of the Reading Class and 70.6% of the Regular Education group showed greater mean gains than they had before being in the program.

TABLE XVII

Breakdown of Percentage Change From Pre- to Post-testing for Full Year Experimental Groups in Reading Comprehension

	Gained Twice As Much As Previous Annual Mean Gain	Gained More Than Own Mean Annual Gain But Not Twice As Much	Gained, But Not More Than Own Mean Annual Gain	Stayed the Same or Lost
Learning Center	54.3%	9.5%	7.6%	28.6%
Reading Class	70.0%	20.0%	10.0%	-
Regular Education	47.1%	20.6%	17.6%	14.7%

Table XVII shows that 54.3% of the Learning Center group 70% of the Reading Class, and 47.1% of the Regular Education group fulfilled Objective A by gaining at least twice as much as their previous annual mean acquisition in Reading Comprehension. After being exposed to the TV Reading Program, 63.8% of the Learning Center group, 90% of the Reading Class and 67.7% of the Regular Education group showed greater mean gains than they had before being in the program.

TABLE XVIII

Breakdown of Percentage Change From Pre- to Post-testing for Full Year Experimental Groups in Spelling

	Gained Twice As Much as Previous Annual Mean Gain	Gained More Than Own Mean Annual Gain But Not Twice As Much	Gained, But Not More Than Own Mean Annual Gain	Stayed the Same or Lost
Learning Center	55.0%	15.0%	16.0%	14.0%
Reading Class	20.0%	60.0%	10.0%	10.0%
Regular Education	26.5%	32.4%	14.7%	26.5%

According to Table XVIII, 55% of the Learning Center group, 20% of the Reading Class and 26.5% of the Regular Education group gained at least twice as much as their previous annual mean acquisition in Spelling. After being exposed to the TV Reading Program, 70% of the Learning Center group, 80% of the Reading Class, and 58.9% of the Regular Education group showed greater mean gains than they had before being in the program. Although Objective A refers only to improvement in reading, many students, as shown in Table XVIII above, made significant gains in Spelling, also.

A breakdown of percentage gains for the School Based Sample who had participated in the program for two months is shown in Table XIX.

TABLE XIX

Breakdown of Percentage Change From Pre- to Post-testing on Reading Recognition, Reading Comprehension and Spelling for the Two - Month School Based Sample

	Gained Twice As Much as Previous Annual Mean Gain	Gained More Than Own Mean Annual Gain But Not Twice As Much	Gained, But Not More Than Own Mean Annual Gain	Stayed the Same or Lost
Reading Recognition	28.6%	14.3%	28.6%	28.6%
Reading Comprehension	-	28.6%	71.4%	-
Spelling	14.3%	28.6%	28.6%	28.6%

Although some students made significant gains, the data are insufficient to draw any conclusions concerning the TV Reading Program intervention.

A breakdown for percentage gains for the Comparison Group and the Experimental Sample is shown in Table XX.

TABLE XX

Breakdown of Percentage Change From Pre- to Post-Testing for Comparison Group and Experimental Sample in Reading Recognition

	Gained Twice As Much As Previous Annual Mean Gain	Gained More Than Own Mean Annual Gain But Not Twice As Much	Gained, But Not More Than Own Mean Annual Gain	Stayed the Same or Lost
Comparison Group	-	10%	40%	50%
Experimental Sample	30%	-	40%	30%

Table XX shows that 30% of the Experimental Sample doubled their previous annual mean gain, while none of the comparison group did so. Three times as many students in the Experimental Sample as those in the Comparison Group showed greater gains than they had previously averaged in a year. Using a test for the significance of a proportion, $Z = 2.11$ which is significant at the .05 level.

TABLE XXI

Breakdown of Percentage Change From Pre- to Post-testing for Comparison Group and Experimental Sample in Reading Comprehension

	Gained Twice As Much As Previous Annual Mean Gain	Gained More Than Own Mean Annual Gain But Not Twice As Much	Gained, But Not More Than Own Mean Annual Gain	Stayed the Same or Lost
Comparison Group	10%	-	20%	70%
Experimental Sample	30%	20%	30%	20%

As may be seen in Table XXI, 10% of the Comparison Group and 30% of the Experimental Sample gained twice as much as their previous annual mean gain. Five times as many students in the Experimental Sample as those in the Comparison Group, showed greater gains than they had previously averaged in a year. Using a test for the significance of a proportion, $Z = 4.22$ which is significant at the .001 level.

TABLE XXII

Breakdown of Percentage Change From Pre- to Post-testing for Comparison Group and Experimental Sample in Spelling

	Gained Twice As Much as Previous Annual Mean Gain	Gained More Than Own Mean Annual Gain But Not Twice As Much	Gained, But Not More Than Own Mean Annual Gain	Stayed the Same or Lost
Comparison Group	10%	20%	10%	60%
Experimental Sample	50%	10%	30%	10%

As shown above, 10% of the Comparison Group doubled their previous annual mean gain as compared to 50% of the experimental sample. Twice as many students in the Experimental Sample as those in the Comparison Group showed gains greater than they had previously averaged in a year. Using a test for the significance of a proportion, $Z = 2.07$ which is significant at the .05 level.

The three previous tables show significant differences between the Comparison Group and the Experimental Sample. Keeping the previously discussed cautions in mind, one can assume that the experimental treatment (the TV Reading Program) made the difference.

Objective B - Motivation to Read - Data contributing to the measurement of Objective B came from two sources - the Estes Attitude Scale and teachers comments on a questionnaire. (See Appendix D.)

The Estes Attitude Scale was constructed and standardized by Thomas H. Estes. It is described by the author in the Journal of Reading, November, 1971, as a scale to measure attitudes toward reading. Estes reported on his refinements of the scale in his paper, "Assessing Attitudes Toward Reading," presented at the I.R.A. meeting in Detroit, Michigan, 1972. He says that items may be added or not used, or even changed in wording depending on the group with which it is used if one adheres to certain specified cautions. The original scale was revised last year for use in the TV Reading Project on the recommendation of the Behavior Service Consultants who evaluated the project in 1978. (See Appendix E). It was also recommended that reliability and other psychometric data be collected on this instrument, some of which has been done (See Appendix F).

The Estes Attitude Scale was administered pre- and post- to Learning Center students participating in the program with 64 usable returns from 8 classes in 7 schools. Mean scores, standard deviations, and t-test result are shown in Table XXIII.

TABLE XXIII

Means and Standard Deviations of Pre- and Post-testing on the Estes Attitude Scale*

Pre-test		Post-test	
Mean	Standard Deviation	Mean	Standard Deviation
43.86	9.46	49.61	10.37

*t = 4.17, Significant at .01

The above table shows that there was a significant difference reported in attitude toward reading from the time of the pre-test to the time of the post-test. These results must be interpreted with caution because of the One Group Pre-test Post-test Design. Estes suggestion for interpreting raw scores, in lieu of norms based on various samples, is by using local percentiles. He recommends that scores in the upper 20th percentile be used as indicators of very good attitudes while those in the lower 20th percentile be used as indicators of very bad attitudes. Using the pre-test as a base for pre - intervention attitudes, scores below 38 would be considered very bad while those above 50 would be considered very good. Table XXIV shows the percentage of students falling into each category on the pre- and post-tests.

TABLE XXIV

Percentage of Students In Designated Attitude Categories on the Estes Attitude Scale

Pre-test						Post-test					
Bad Attitude		Acceptable Attitude		Good Attitude		Bad Attitude		Acceptable Attitude		Good Attitude	
Raw Score	Percent	Raw Score	Percent	Raw Score	Percent	Raw Score	Percent	Raw Score	Percent	Raw Score	Percent
15	23%	37	58%	12	19%	11	17%	25	39%	28	44%

A chi - square analysis, using the post-test results as the observed data and pre-test as the expected, gave a $X^2 = 286.10$, which is significant at the .001 level. This indicates that students did change their attitudes during the course of the TV Reading Project intervention. As with the previously reported one-group pre-post-test design these results must be interpreted with caution.

Another way of looking at the Estes data was to observe the movement between categories from pre-test to post-test, i.e. how many students went from "Bad Attitude" to "Acceptable." Table XXV summarizes the movement.

TABLE XXV

Movement Between Designated Attitude Categories Between Pre- and Post-testing on the Estes Attitude Scale

		Pretest		
		Bad Attitude	Acceptable Attitude	Good Attitude
Posttest	Bad Attitude	5 / 8%	6 / 9%	0 / -
	Acceptable Attitude	5 / 8%	18 / 28%	2 / 3%
	Good Attitude	5 / 8%	13 / 20%	10 / 16%

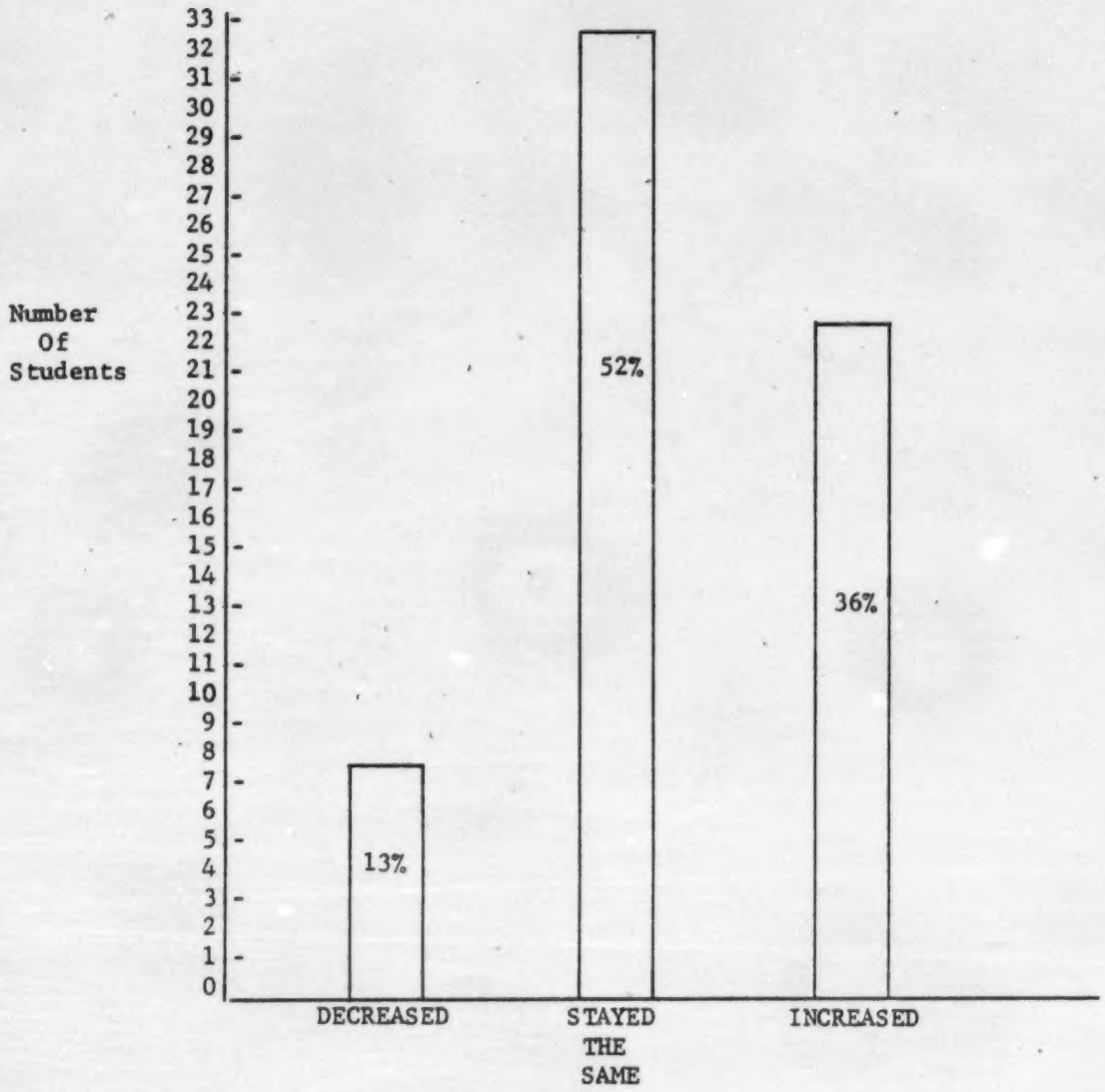
Number / Percent

As an example to help the reader interpret Table XXV look at the number, 13. The vertical heading represents the attitude reported on the pretest (acceptable) while the horizontal heading represents the attitude reported on the posttest (good). Thus, 13 students changed from having an acceptable attitude to having a good attitude during the course of the project.

Summarizing the data in Table XXV the reported attitudes of 8 students (13%) changed for the worse, 33 (52%) stayed the same, and 23 (36%) changed for the better. These results are displayed graphically in Table XXVI

TABLE XXVI

Percentage of Students Who Changed Their Attitudes
As Reported On The Estes Attitude Scale



According to Table XXVI, over 1/3 of the students surveyed changed their attitudes toward reading in a positive direction after being exposed to the TV Reading Program.

The other manner in which motivation to read was reported, was through the comment section of the teacher questionnaire. Of the 14 questionnaires returned, seven had comments written on them. Five of the seven comments emphasized the motivational importance of the program. Following is a typical comment:

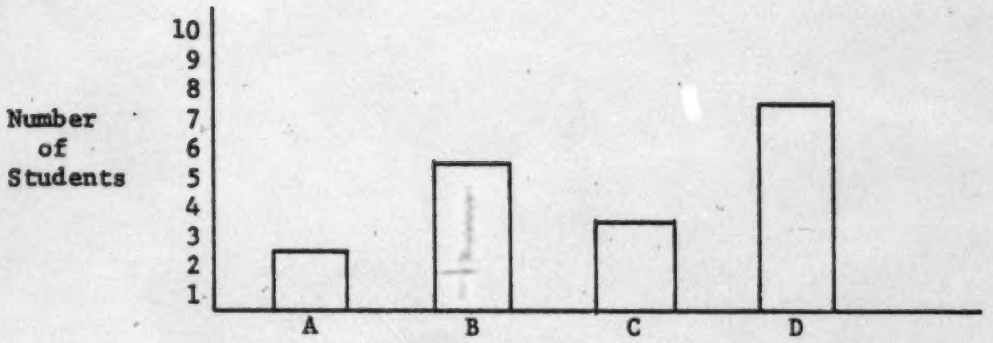
"The students were motivated with the tapes. They were eager to go into activities and to prepare games and activities after having seen the tapes. Reading improved because students were more stimulated to learn words that were heard and seen simultaneously."

The results of the Estes and the teachers comments on the questionnaires suggest that although motivation toward reading has not improved for every child, there have been positive changes in attitude toward reading and that the TV Reading Program has contributed to the change.

Objective C - Mainstreaming - Approximately 10% of the TV Reading project students were ready for mainstreaming by the end of the 1978-79 school year. Three students were returned to regular classes near the beginning of the year when further screening found them capable of reading. In line with the least restrictive environment mandated by PL 94-142, six students went from the Learning Center to a Resource Room with diminished time spent in special education classes. They were mainstreamed in reading. Another four students were totally mainstreamed successfully. Seven students are prepared for partial mainstreaming next year. Table XXVII visually illustrates these results.

TABLE XXVII

Least Restrictive Placement - Mainstreaming
of TV Reading Project Students



A - Screened out near beginning - could read

B - Went from Learning Center to Resource Room

C - Were totally mainstreamed

D - Will be mainstreamed 1979-80

There were no project students mainstreamed during the 1977-78 school year. The 10% mainstreamed during 1978-79 represent a significant gain.

Objective D - Reduction in Inappropriate Behavior - It was not possible to measure Objective D because of faulty instrumentation; a typographical error invalidated the Powell Behavior Rating Inventory.

Objective E - Increase in Free Reading - Records were not kept of students' frequency of use of the classroom library lending card. On the end-of-the year questionnaire (See Appendix D), teachers were asked questions concerning their students' free reading activities. The two checklist question concerning this subject (See Table XXVIII) indicate that 71% of the teachers surveyed keep some type of record of students' free reading activities and 50% of the respondents provide students with reading activities to do at home.

TABLE XXVIII

Teachers' Responses to Questions on
Students Free Reading Activities

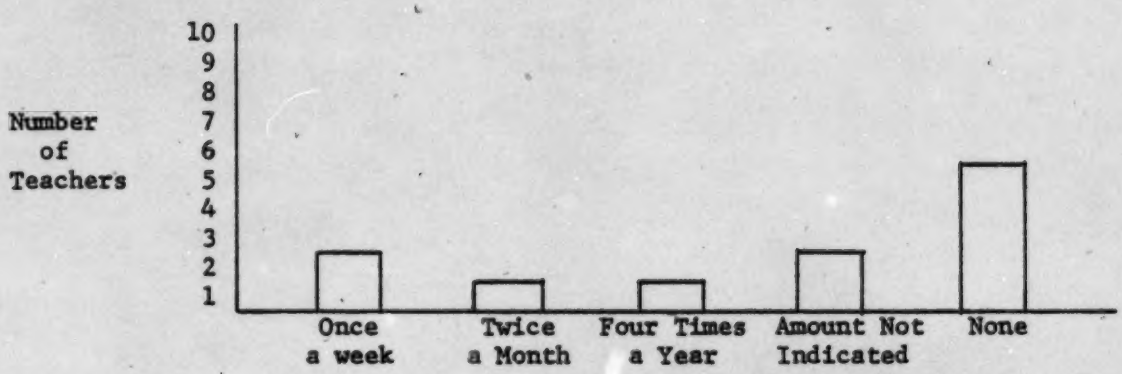
	Yes		No		No Response	
	Number	Percent	Number	Percent	Number	Percent
Do you keep track of students' free reading activities?	10	71%	4	29%	0	-
Have you provided students with TV reading activities to do at home?	7	50%	6	44%	1	6%

In describing how they kept track of students' free reading activities, responses ranged from informal ways such as discussions and observation, through specific recording devices such as charting and checklisting. The teachers' responses indicate that many students are engaging in free reading activities at school.

There appears to be lesser involvement in teacher - directed free reading activities at home. Responses to the frequency of teachers' sending reading activities home ranged from occasionally to once a week. (See Table XXIX)

TABLE XXIX

Frequency of Assigning Home Reading Activities to Students



Although it was not possible to measure Objective E as originally planned, the questionnaire data suggest that there is some free reading activity in school and a lesser amount sent home. Without further data there is no way of knowing the effect of the program on this activity.

Exportability - In their manual, SHARING EDUCATIONAL SUCCESS, A Handbook for Validation of Educational Practices, (1976), The United States Office of Education considers a validated practice exportable if, "(1) It is feasible to transport it to other school districts, and (2) it can be adopted or adapted by other school districts with similar needs and environments" (p. 46). In addition to the success/effectiveness of the project, exportability is judged on the basis of the following 13 criteria.

1. Learner Needs
2. Continuation of Learner Elements with State or Local Funds
3. Willingness to serve as a demonstration Site if funded for dissemination
4. Target Population
5. Learner Involvement
6. Institutional Variables
7. Community and Home Variables
8. Activities Critical to Success
9. Essential Materials (Software)
10. (Essential) Equipment (Hardware) or Unique Facilities
11. Personnel
12. Personnel Training
13. Special Problems

All 13 items listed under exportability are applicable in the project. However, the items that were considered most important were: Target Population; Activities Critical to Success; Materials - Software; Materials - Hardware; and Personnel Training.

Target Population - Students in this program were Special Education students representing elementary (5-8), junior high, and grade 11 in the senior high school. The total sample was approximately 200 students from two Special Education settings, self-contained classrooms and Learning Centers.

Activities Critical to Success - Teachers participated in planning learning activities regularly so that there would be a wide variety of activities for students with different needs and interests. Students participated in games as "Concentration", and "Bingo." Some were developed by teachers; others were commercial products. The activities created class interest and helped students to increase comprehension, vocabulary, word analysis and pronunciation. Students participated in groups as well as individually. The activities served as reviews and tests, allowing teachers to keep a record on each student's progress.

Materials: Soft- and Hardware - Scripts were frequently used necessitating having a supply on hand. Tapes were also used, but with less frequency. The first year of implementation of this program can be rather demanding and expensive, but with the use of teacher creativity, home T.V. and available school resources, the expense may be minimized. Several T.V. sets must be available for use by teachers. The T.V. is the primary instructional tool and therefore, critical. Ideally, a set to a teacher would be desirable. However, if this is not possible there should be enough sets on hand to accomodate all classes in the program, whether through scheduling or a central meeting place. Duplicating machines are also necessary for reproduction of materials. The library, as well as a reading center, should be given special attention. The reading material may be related to T.V. stories, plays and other subjects. The area should be well stocked so that teachers have a choice of selection.

Personnel Training - Teachers in this program were certified for Special Education. They were given training in "Developing script activities", "Evaluation of student progress" and the use of materials and equipment. Additionally, technical services to teachers are important to teacher competency and student motivation.

The success of a program of this nature depends upon teachers who are willing to experiment with T.V. and materials. It does require a healthy attitude toward students' improvements and a willingness to put in extra time and effort in preparation and teaching. Training of teachers to help them utilize both hardware and software effectively is a must for success.

FINDINGS

1. STUDENTS SHOWED GREATER MEAN GAINS IN READING THAN THEY DID BEFORE THE PROGRAM. CAUTIONS IN INTERPRETATION ARE LISTED IN THE REPORT. The T.V. Reading Program had varying effects depending upon placement (learning center, special class, or regular education) and skill measured (reading comprehension, reading recognition, and spelling). All groups did make an average gain of at least two times their previous mean gain per year in at least one of the three subtests measured. When given a full year of participation in the program students showed greater mean gains in reading than before the program.

2. ATTITUDES TOWARD READING CHANGED IN A POSITIVE DIRECTION. CAUTIONS IN INTERPRETATION ARE LISTED IN THE REPORT. A significant change in attitude toward reading was established using the Estes Attitude Scale. Movement in a positive direction was recorded for over a third of the students surveyed. In addition teacher attitudes were mostly positive. Over 93% of teachers polled considered the program helpful to students and to their own classroom instruction.

3. STUDENTS IN THE TV PROGRAM WERE MAINSTREAMED AT A FASTER RATE DURING THE PROJECT THAN BEFORE. Compared to the 1977-78 school year when no project students were mainstreamed, 10% of the students in project year 1978-79 have moved in the direction of the least restrictive environment. This includes students spending less time in special education classes, students moving from a Learning Center to a Resource Room, and students slated for mainstreaming placement in the upcoming 1979-80 school year.

4. FREE READING WAS INADEQUATELY RECORDED AND NO CHANGE COULD BE ASCERTAINED. A majority, 71%, of participating teachers kept some records of student free reading behavior. However, the data was insufficient to determine any significant change.

CONCLUSIONS

1. Students in special education can benefit from a reading approach using high interest videotapes accompanied by planned activities.

2. Attitudes of both students and teachers can be affected in a positive way through the T.V. Reading approach.

3. More students were mainstreamed in 1978-79 than in 1977-78

EVALUATION RECOMMENDATIONS

1. Careful administration of the Powell Behavior Rating Inventory

2. Standardized method of recording free reading

APPENDIX A

Staff of Special Education
TV Reading Program

DIVISION OF SPECIAL EDUCATION
REGION III
TELEVISION READING ROSTER

Regional Staff

Location	Name	Program/Title
Carver Administration Building	Dr. Andrew E. Jenkins	Assistant Superintendent/Region 3
	Dr. Doris A. Woodson	Assistant Superintendent, Dept. of Special Education
	Richard Henning	Director/Special Education
	Clay White	T.V. Reading Coordinator
	Sarah Johnson	Assistant Coordinator/Teacher
	Marjorie Miller	Assistant Coordinator/Teacher
	Sylvester Dory	Peer Assistant Teacher
	Norman Bailey	T.V./A.V. Aides Expert
	Lola Brown	Secretary

Classroom Participants

Location	Name	Program/Title
1. Aiton	Phyllis Bolden L. Marie White	L.C. Teacher L.C. Teacher
2. Browne	Elizabeth Childs Edith Harris	L.C. Teacher Reading Teacher
3. Burrville	Gwen Baccus	Schoolbased Teacher
4. Carver	Wilma Butler Barbara Parker	L.C. Teacher Reading Teacher
5. Evans	Juanita Grillo Margaret Fenner Madalyne Vallery	L.C. Teacher Schoolbased Teacher Reading Teacher

Classroom Participants, cont.

Location	Name	Program/Title
6. Fletcher Johnson	Gloria Smith	L.C. Teacher
	Barbara Ringold	L.C. Teacher
	Loistine Mallory	L.C. Teacher
7. Friendship	Edwina Love	L.C. Teacher
8. Our Lady Queen of Peace	Winnie Kornegay	Classroom Teacher
	Ms. Folley	Classroom Teacher
9. Plummer	Pearl Washington	Schoolbased Teacher
	Leah Spruill	L.C. Teacher
	Kaye Gordon	L.C. Teacher
10. Roper	Saundra Scott	L.C. Teacher
	Howard Lane	Schoolbased Teacher
11. Sousa	Mary Love	L.C. Teacher
	Etta Webster	Reading Teacher
	Clarence Anderson	Schoolbased Teacher
12. Woodson Jr.	Doris King	L.C. Teacher
	Rudolph Peters	Schoolbased Teacher
13. Woodson Sr.	Martha Staggs	Resource Teacher

APPENDIX B

Catalogue of Tapes

Region III - Division of Special Education
TV Reading Program

CATALOGUE OF TAPES

Title	Time	Number of Copies	Scripts	Color/B-W	Class
1. A Woman Called Moses	2 hrs.	4 (4 part) sets	yes	c	drama
2. Animals, Animals, Animals (The Goat)	1/2 hr.	**	**	c	child.
3. Brian's Song	2 hrs.	6 (2 part) sets	yes	c	drama
4. Chips (Surf's Up)	1 hr.	6	yes	c	drama
5. Circle of Children	2 hrs.	4	yes *	c	drama
6. Einstein	1 hr.	*	**	c	science
7. Family	3 hrs.	*	**	c	P. Aware.
8. Fat Albert (LaVerne)	1/2 hr.	12	**	c	comedy
9. Good Times (Jr. Becomes A Sr.)	1/2 hr.	12	yes	c	comedy
10. Happy Days (My Fair Fonzie)	1/2 hr.	6	yes ***	c	comedy
11. Happy Days (Ralph Vs. Potsie)	1/2 hr.	6	yes	c	comedy
12. Including Me	1 hr.	**	**	c	P. Aware.
13. Jacque Cousteau's Sea Turtles	1 hr.	**	**	c	science
14. Jane Pittman	2 hrs.	4 sets	**	c	drama
15. Miracle of the Human Body	1/2 hr.	**	**	c	sci. etc.

Comments: Code: * (Being reproduced) ** (For viewing and discussion) *** (Script is in English and Spanish)

Region III - Division of Special Education
TV Reading Program

CATALOGUE OF TAPES

Title	Time	Number of Copies	Scripts	Color/B-W	Class
16. Mork and Mindy (Mork's Greatest Hits)	1/2 hr.	10 *	yes	c	comedy
17. Phil Dohahue (The Prison Experiment)	1/2 hr.	**	**	c	psychol.
18. Room 222 (Pollution Cleanup)	1/2 hr.	12	yes	b-w	drama
19. Roots I	3 hrs.	*	yes *	c	drama
20. Roots II (The New Generation)	9 hrs.	**	**	c	drama
21. Scared Straight	1 hr.	**	**	c	P. Aware.
22. Solar Eclipse (February, 1979)	1/2 hr.	2	**	c	science
23. The Bionic Woman (Psychic Phenomena)	1 hr.	12	yes	c	Sci-fic.
24. The Count of Monte Cristo	2 hr.	**	**	c	drama
25. The Primal Man	1 hr.	**	**	c	history
26. The White Shadow (The Great White Dope)	1 hr.	9	yes	c	drama
27. Welcome Back Kotter(Buddy Can You Spare A Million?)	1/2 hr.	8 *	yes***	c	comedy
28. Welcome Back Kotter (Career Day)	1/2 hr.	8	yes	b-w	comedy

Comments: Code: *(Being reproduced) **(For viewing and discussion) ***(Script is in English and Spanish)

APPENDIX C

Sample Form for Instructional Planning

SCRIPT ACTIVITIES
Room 222

SAMPLE FORM FOR INSTRUCTIONAL PLANNING

NAME: _____

DATE: _____ SCHOOL: _____ SCHOOL YEAR: _____

POSITION: _____ SUBJECT/GRADE LEVEL: _____

ACTIVITY: VOWELS

I. BEHAVIORAL OBJECTIVES	II. INSTRUCTIONAL ACTIVITIES	III. ASSESSMENT TASKS
Given a list of ten words from the script "Room 222", the student will identify the long and short vowels with 90% accuracy.	A. Students will listen to the teacher call words with long and short sounds of a single vowel. Then the student will give the sound of the vowel orally from the phono-visual chart. B. Given ten words from the script, the student will identify the vowel sounds in words on the board by writing the correct L or S beside the word.	A. Given a worksheet with two columns marked long and short, the student will find ten words from the script to go in each column. B. Given a list of words from the script, the student will write L or S for each word. C. Listening to a cassette tape of words with long and short vowels sounds, the student will circle on a printed vowel worksheet, the vowel sound he/she hears.

COMPREHENSION ACTIVITIES

GOOD TIMES
" Junior Becomes A Senior"

BEHAVIORAL OBJECTIVE: Given a list of seven words from the Good Times script, "Junior Becomes A Senior", the learner will be able to write the word beside its correct meaning with 100% accuracy.

ASSESSMENT TASK: (1) Match words in Column A to the correct definitions in Column B.

(2) Use the dictionary to check your answer. If your answer is correct, put a (C) beside it. If your answer is incorrect, put an (I) beside it.

COLUMN A	COLUMN B
(1) chump	(a) person or firm that employes one person or persons
(2) foreman	(b) to move or change from one place
(3) employer	(c) right or privilege that no one else has
(4) janitorial	(d) foolish or stupid person
(5) employees	(e) the first or chief man in charge of a group of workmen
(6) prerogative	(f) person hired to take care of a building
(7) shift	(g) person or firm that employs one or more persons

APPENDIX D

Teacher Questionnaire

DIVISION OF RESEARCH AND EVALUATION

Title IV-Part C Evaluation Unit

Special Education TV Reading Program

The purpose of this questionaire is to assess the teacher component of the Special Education TV Reading Program. Please respond to each question as completely as you can. Thank you for your cooperation.

1. Have you participated in teacher training activities directly related to the TV Reading Program? If yes, please describe. Yes ☐ No ☐

2. Do you keep track of students' free reading activities? If yes, how? Yes ☐ No ☐

3. Have you provided students with TV reading activities to do at home? If yes, please indicate how often? Yes ☐ No ☐

4. Please indicate your opinion with a check-mark:

	Very	Somewhat	Not at all	Undecided
a. How would you rate the involvement of parents with the TV Reading Program?	___	_____	_____	_____
b. How helpful is the TV Reading program to students?	___	_____	_____	_____
c. How helpful is the TV Reading Programs with classroom instruction?	___	_____	_____	_____

5. Please list all the TV program titles you have used this year.

6. How often do you use the TV tapes? e.g. 6/month

7. How often do you use TV script activities?

8. Please describe the kinds of script activities you use.

9. Comments:

APPENDIX E

Adapted Estes Attitude Scale

ESTES ATTITUDE SCALE ITEMS AS ADAPTED
FOR USE WITH THE SPECIAL EDUCATION
TV READING PROGRAM

1. Reading is for learning but not for enjoyment.
2. Spending allowance on books is a waste of good money. *
3. Reading is a good way to spend time. *
4. Books are a bore.
5. Watching T.V. is better than reading. **
6. Reading is rewarding to me.
7. Books aren't usually good enough to finish.
8. Reading becomes boring after about an hour.
9. Most books are too long and too dull.
10. There are many books which I hope to read.
11. Books should only be read when they are assigned. *
12. Reading is something I can do without.
13. Some part of my summer vacation should be set aside for reading *
14. Books make good presents.
15. Reading is dull.
16. Parents should watch T.V. with their children. **
17. Watching T.V. is a good way to learn about life. **
18. T.V. is for enjoyment but not for learning. **
19. T.V. is not worth watching. **
20. Teachers should talk about T.V. with their classes. **

* Wording revised

** New Item

APPENDIX F

Interitem Consistency for
The Estes Attitude Scale

Interitem Consistency for the Estes Attitude Scale

A Kuder-Richardson formula for estimating reliability where there are multiple-scored items was applied to the pre-test results. The formula used was:

$$r = \frac{k}{k-1}\left[1 - \frac{\Sigma \sigma_i^2}{p_t^2}\right]$$

in which k is the number of items, p_t^2 is the variance of student scores on a particular item, and $\Sigma \sigma_i^2$ is the sum of the variances of item scores. Results were as follows:

SUMS OF SQUARED SCORES AND TOTALS

1280 item scores squared = 14893

64 student totals squared = 137619

20 item totals squared = 8484

VARIANCES

Total score = 241.70

Sum of item = 21.19

RELIABILITY = .96